

ENGLISH WRITING MATERIALS BASED ON LOCAL NEEDS FOR STUDENTS IN REMOTE AREAS

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Abstract: The objective of the study is to develop supplementary writing materials based on local needs for remote area students at SMPN 3 Satap Toba. This research is Research and Development method with the adaptation of the development proposed by David Jolly and Rod Bolitho's framework. To get the data of local needs, thus identification of needs is done. The data derived from the questionnaires, interview, and direct observation. The evaluation showed that besides the good points, there were still a number of weak points. The weak ones were revised according to the feedbacks and suggestions from the experts. The feedbacks from the students suggested adding some photographs and clear instructions. After some revisions from the feedbacks and suggestions from the expert, the final product was completed. Because teachers know their students' needs, thus English language teachers are recommended to write their own supplementary material based on local needs.

Keywords: Local Needs, Writing, Material, Remote area

Abstrak: Penelitian ini bertujuan untuk mengembangkan materi suplemen menulis berdasarkan kebutuhan lokal untuk pelajar yang ada di daerah terpencil khususnya SMPN 3 Satap Toba. Penelitian ini dilakukan dengan metode *Research and Development* dengan mengadaptasi model pengembangan dari David Jolly dan Rod Bolitho. Untuk mendapatkan data tentang kebutuhan lokal, maka analisis kebutuhan diperlukan. Data diperoleh dari kuisioner, wawancara dan observasi langsung. Dari hasil evaluasi menunjukkan bahwa disamping ada hal baik, ada juga beberapa kekurangan. Kekurangannya diperbaiki berdasarkan umpan balik dan saran dari para ahli. Umpan balik dari siswa-siswi adalah menambahkan beberapa photo asli and kejelasan perintah pada material. Setelah perbaikan dan saran dari para ahli, jadilah produk akhir. Karena guru lah yang mengetahui kebutuhan peserta didiknya maka guru bahasa Inggris di rekomendasikan untuk menulis materi suplemen yang digunakan di kelasnya berdasarkan kebutuhan lokal.

Kata kunci: Kebutuhan Lokal, Menulis, Material, Daerah terpencil

Students from remote area schools often show very different competence of English than of urban ones. The remote schools are not like the urban one are not completed with such facilities as reference books, language lab, competent teachers, and English club. However, they must teach the students the same standard of achievement. Moreover, in education, there is no different treatment between remote area schools like SMPN 3 Satap Toba and the urban area schools. Most schools in remote areas do not have English language teachers. If they do, the level of English proficiency is low, it is because most of them are not English language background teachers. The students merely rely on textbooks offered by the government.

Schools that have the English language teachers in remote areas also merely rely upon the textbooks provided by the government or commercial publishers. It shows that textbooks play an important role in the classroom. Sheldon cited in Litz (2005, p. 5) argues, "The textbooks not only represent the visible heart of any ELT program but also offer considerable advantages – for both the students and the teachers". Sheldon cited in Litz (2005, p. 8) writes that ELT textbooks is end-product of an author's or a publisher's desire for quick profit. Thus, English language subject in the remote area schools is hard to teach. It is because the authors do not know the real conditions of the students. Thus, it is common to have the students can not even write a sentence in English language. Students demand appropriate textbooks from the remote area schools for their level of competence. It is the teacher's job also to write their own supplementary material to help the students learn well.

Writing is one of the four language skills. This skill may enable the students to understand language. Unfortunately, the writing skill of the second year students of SMPN 3 Satap Toba skill is still low. It is because students' low competence in writing skill. The students get difficulties in finding and generating ideas; they feel confused to start their writing; and, they have low motivation in writing. McDonough & Shaw (2005, p.154) argue that writing for most of us only happens to any significant extent as part of formal education. Students write only when they go to school. They write because the formal education system forces them to write as one of the requirements of the standard competence.

Students' cultural background also influence students' writing. Hyland (2009, p.54, p. 78) urges, "This is partly because our cultural values are reflected in and carried through language", and "they are likely to have their own ideas of what 'good writing' consists of based on their prior culture and social experiences". Liebman cited in Hyland (2009, p. 54) remarks about students' experiences by claiming, "We must also determine what these students' prior experiences are". Writing is linked to cultural background, prior knowledge and prior experience.

There are some reasons why writing is significant skill in language teaching and learning. Harmer (1998, p. 79) classifies the reasons into: reinforcement, language development, learning style and writing as a skill. In reinforcement, students acquire language in a purely oral/aural way, but most of the students benefit greatly from seeing the language written down. In language development, students need to develop four language skills. They are listening,

reading, speaking and writing. At least students can write simple sentence in English at elementary level (Raimes 1983, p. 4).

Tomlinson (2003, p. 18) claims, "Language learners succeed best if learning is a positive, relaxed and enjoyable". Thus, teachers need to create learning activities in the classroom which are: positive, relaxed and enjoyable. Because of the textbooks are difficult for the level of students' competence in remote areas, thus, a teacher must be creative to design or develop his own materials or in-house materials (Bocanegra, 2010, p. 150). McGrath (2002, p. 84) states that teachers know their own students and will able to 'tune' the material to suit their level, their aptitude, their interests, their needs, and personalise it so that it seems even more meaningful. Thus, teachers may develop or simplify the textbooks by looking their students' needs.

In addition, McGrath (2002, p. 80) writes, "The needs of a specific class can never be perfectly met by a single coursebook, even when the coursebook has been carefully designed to cater for the needs of learners in that context". The existing textbook may not accomplish the needs of the students in learning English, thus, a supplementary material may help to fulfill the needs. In remote area schools, a textbook becomes the primary source. It is very limited to have it because the environmental condition, limited funds and incompetent teachers. Not only are the sources limited, but also the teachers have difficulties in selecting the suitable textbooks in the market for students, thus, teacher may write their own supplementary materials for their students.

Needs of students in learning is very important to fulfill. If the material cannot fulfill the needs of students, the learning process will not achieve the goal. The students cannot learn well and even they do not have motivation to study. Because of the importance of the needs, Masuhara (2011, p. 238) defines "needs" as: 1) ownership (whose needs they are), 2) kinds (what kinds of needs are identified), and 3) sources (what the sources for the needs are) (See Table 1). Because the focus of this present study is about the students or learners, the learners' needs will be the core in the writing material that base on the local needs.

"Needs" in materials, may refer to teachers', learners' and administrators' needs (see Table 1) (Masuhara, 2011, p. 238), the needs of learners and effective in achieving the desired learning outcomes (Dick, Carey & Carey, 2005, p.9), the necessity of meeting the needs of the students (Morrison, Ross & Kemp 2007, p.5), discovering needs (Nation & Macalister, 2010, p.5), the needs that includes students' right (Richards, 2005, p.53). The needs of the individual teacher's approach (Litz, 2005, p. 9).

In this study, "needs" refer to the needs of the learners and "local" refers to the remote area school. Thus, the local needs mean here the needs of the students in remote areas. Masuhara (2011) classifies "needs" into personal needs, learning needs, and future professional needs. In order to have acceptable the learning process in the classroom, it is important to consider the three kinds of learners' needs. But, because of the limitation of the study, thus, the product in this study will fulfill only learning needs.

Referring to the needs and research findings, Al-Mahrooqi and Al-Busaidi (2010, p.113) claim, “Writing in-house can be a rewarding experience. Indeed, the learners’ and teachers’ local needs can be met more effectively”. Al-Busaidi and Tindle (2010, p. 137) highlight that in-house materials on language learning are a success, because of the satisfaction of the coursebook. Floris (2008, p. 61) suggests, that the teaching materials be designed to better meet the students’ needs and institutional requirements”. Liepa, Ratniece and Kaltigina (2012, p. 1513) state, “Materials should stimulate the language use for individual needs”. For local culture, Prastiwi (2013, p. 512) and Kristiawan (2012) acknowledge that learning English language can be means of learning culture of the language learners instead of associating with and emphasizing on learning culture of the target language. Drawing from the above findings the teaching materials developed from the local needs may have a good impact to learning activities.

Numbers of emperical studies recommend that local needs - based materials be included in classroom materials. To fill the gap between the existing materials and the competence (McGrath, 2002, p. 220) the researcher necessarily uses local needs based as the design of writing material (the material called Happy Writing Material). The reason is because the writing skill is crucial subject in the formal education and the local needs are good means in developing material where all local context will be exploited including local culture in the Happy Writing Material.

Table 1
Kinds of Needs Indentified in Needs Analysis Literature Masuhara (2011,p. 239)

Ownership	Kind	Source
Learners’ needs	Personal needs	Age, sex, cultural background, interests, educational background
	Learning needs	Learning styles, previous language-learning experiences, gap between the target level and the present level in terms of knowledge (e.g target language and its culture), gap between the target level and the present level of proficiency in various competence areas (e.g. skills, strategies) learning goals and expectations for a course
	Future profesional needs	Requirements for future, undertakings in terms of: knowledge of language, knowledge of language use, L2 competence
Teachers’ needs	Personal needs	Age, sex, cultural background, interests, educational background, teachers’ language proficiency
	Professional needs	Preferred teaching styles, teacher training experience, teaching experience
Administrators’ needs	Institutional needs	Sociopolitical needs, market forces, educational policy constraints (e.g. time, budget, resources)

METHOD

This research utilizes David Jolly and Rod Bolitho's framework (Figure 1). The writer applies this framework. Jolly and Bolitho cited in McGrath (2002, p. 90) state, "This is a simplified version of the process, in that a material writer may not go through all of these steps and may not follow the steps in exactly this order". As a teacher in a remote area, the researcher needs simple steps to develop or design the materials. It is to suit the conditions of the students and the schools.



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Participants involved in this research are selected because of their association with a particular organizations and their particular role in the process. Richey and Klein (2007, p. 88) state, “The type of participant in design and development studies are designers, developers, clients, subject mater experts, evaluators, learners, instuctor and organisations”. In this study the participants are (1) subject matter expert (SME), (2) educational expert, (3) local culture expert, (4) students, (5) collaborators, and (6) the villager. The experts are the teachers in Sanggau Regency who have a capability and experiences in language teaching education. The collaborators are three English language teachers from Sanggau Regency. The villager is one of the school committee member who has good knowledge in education and well educated.

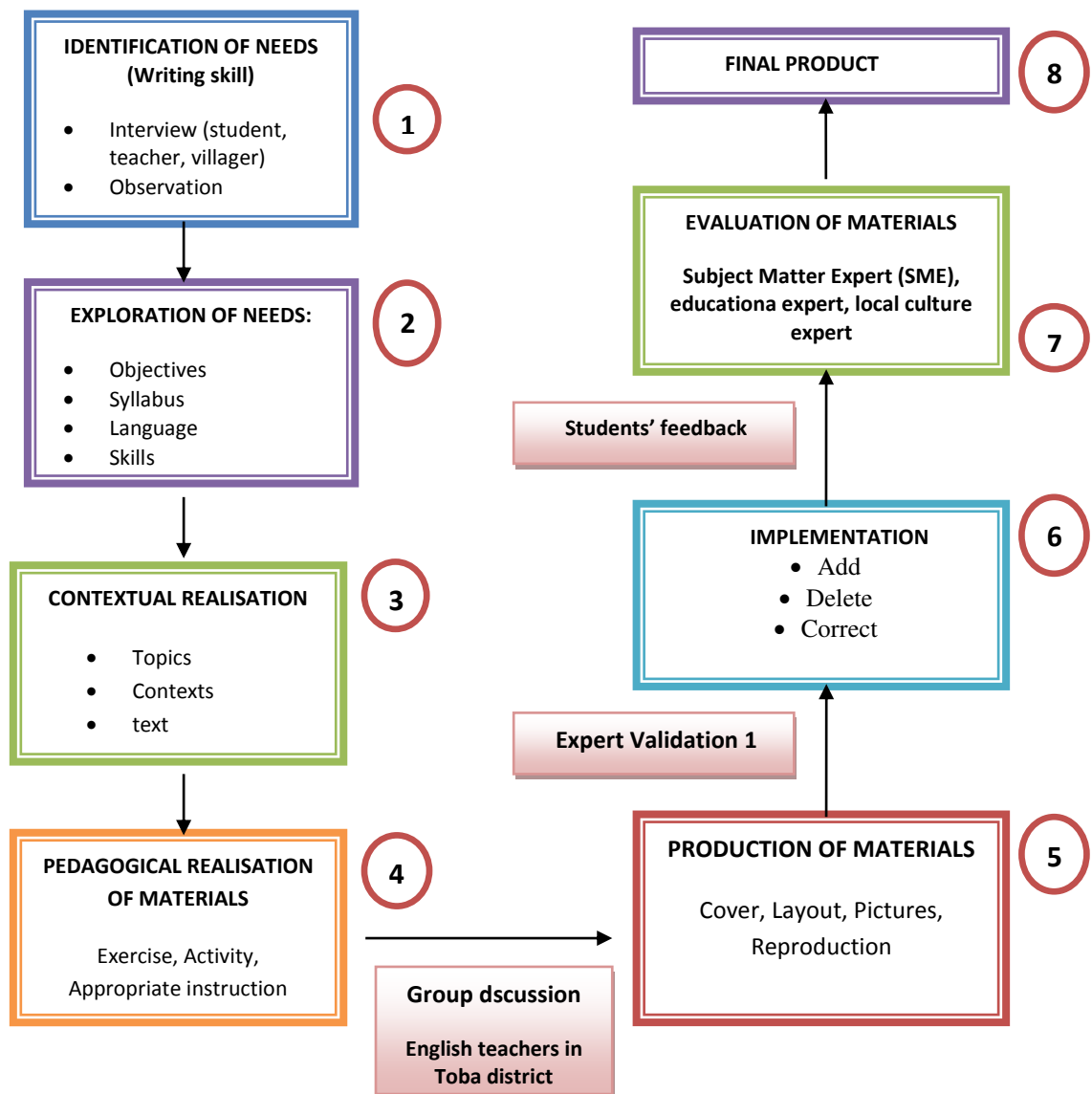


Figure 2
Steps in David Jolly and Rod Bolitho, McGrath (2002, p.90)

Figure 2 shows the procedures from design the product until become the product, that is the Happy Writing Material. There are eight modified steps from David Jolly and Rod Bolitho. In the first step the researcher identifies the needs from the interviews and the direct observation. In this step, the researcher interview six students, one teacher, and one villager. The three participants make this step become clear and ready to the second step. Besides the interviews, the researcher also do direct observation to know the real needs of the students. The direct observation do outside the classroom.

The second step is the exploration of needs. In this step, the researcher explores four important points in designing the Happy Writing Material. The points are: objectives, syllabus, language, and skills. In this steps, document from the school curriculum is important, the existing textbooks also become the consideration to make the product become good and suitable for the students' competence. The second step is contextual realisation. There are three points. They are topics, contexts, and text. In this step, the researcher choose the suitable topics based on the students' needs in the identification of needs, but the topics are still relation to the syllabus and the curriculum.

The fourth step is pedagogical realisation of the materials. This step is related to the exercise, activity, and appropriate instrucion. The exercises in the product are suitable with the students' level of competence and the exercises must also can motivate the students to study. Activity can make students involve in the learning process and the appropriate instruction must be clearly delivered. After the product is designed from the first until the fourt steps, the product is discussed in the group discussion. The members in group discussion consist of three English language teachers from the same disctict.

In group discussion, the Happy Writing Material is critized by the English language teachers. It can be more than one improvement from this discussion. The result form this group discussion become the basic for the draft of the product. The next step is the fifth step. It is production of the materials. In this step, the first product is produced. The production consists of cover, layout, pictures, and reproduction. After the product is produced and printed, the product is validated by the expert for the first time. This first validation aims to know the strenghts and the weakness of the product before the implementation in the classroom.

The sixth step is implementation. In this step, the product is tried out in the classroom. The implementation is important because to know whether or not the product is added, deleted, or corrected. Direct observation and collaborators are used to know the quality of the product. After the product is tried out, it is important to know the students' respond or feedbacks of the product. Thus, questionnaires are delivered to know the feedbacks. The seventh step is the evaluation of material. Those three experts are used to validate the product. The result of the evaluation determines whether or not the product of Happy Writing Material can be used in the classroom. After the evaluation from the three experts, the researcher improves the product. The last step is the final product. The product of the Happy Writing Material is ready to use in the classroom.

The product validity in the research is very important. It is about the trustworthiness, utility and dependability of the researcher. In Zohrabi (2013, p.

158) there are four types of product validity: content validity, internal validity, Utility criterion, and external validity. In this research, two types of validation were used, content validity and internal validity. In content validity, the experts' review are used, the experts are subject matter expert (SME), educational expert, and local culture expert. In internal validity, the researcher uses triangulation, the data collection from interview, classroom observation, and the questionnaires.

FINDINGS AND DISCUSSION

Findings

Identification of needs

Based on the identification of needs through observation, interview some students and school documents, it was revealed that there are four identification of needs done by the researcher, they are: (1) school, (2) students, (3) curriculum, and (4) interview. The first is characteristics of the school, it was found that SMP Negeri 3 Satap Toba is one of the junior high school that located in remote area, it is based on SK Bupati Sanggau no: 840/209/BKD-TUK. It is located in Bagan Asam Village, Toba District, Sanggau Regency. It is about 180 km from Sanggau city or it needs more than 7 hours to arrive at. There is no road to pass, only boat or water transportation can arrive at the school because the village is surrounded by the river and swamps. Thus, the facilities are very difficult to be accomplished. In fact, there is no completed facilities in the school. The school only have two rooms, one for ninth grade and one for seventh grade and eighth grade.

The second is the characteristics of the students. Based on the document, only 6 students in Year - 8, 3 girls and 3 boys. The students only from two villages, Bagan Asam village and Kucai village. All students' graduation is from the same elementary school (SDN 01 Bagan Asam, Sanggau Regency). Hence, based on their English background, they have the same educational background. They do not study English in elementary school. All students from the same ethnic, they are dayaknese and they communicate in Bahasa Indonesia, Tobak and Mali language.

The third is the curriculum. From the document, SMP Negeri 3 Satap Toba applied Curriculum 2013 only one semester in 2014. In 2015 the school is back to Curriculum 2006 which English language still becomes the most significant subject and it has 4 meetings a week. Based on Curriculum 2006, English language is taught four hours in a week or two times meeting in a week. English language is also crucial subject that must be mastered by the students. It is taught in all grade in the same quantity of time. Looking from the importance of the English language, hence, the materials for teaching must endure the students to learn English. The standard competence of writing for Grade Eight students are able to write a descriptive, recount, and narrative correctly.

The fourth is interview from student, teacher, and villager. Based on the analyses of the interview, the students were difficult to study writing skill with the existing textbook. Writing story about what they had already known like their daily activities and experiences were very good topics. The writing class can be interesting and enjoyable if they can write with their friends. furthermore, local contexts can be a rich sources to explore to develop students' writing skill. Based on the teacher's interview, the teacher's opinion was not far from the students'

opinion about the writing skill. Teacher and students agreed that the writing skill is difficult skill, thus, the topics, exercises, and activities must be designed or modified to suit with the needs. The villager said that students were familiar with Dayak traditional dence. Thus, Dayak traditional dance could be included in the material. It can not only enrich the students' culture but also motivate students to write, because they have already known about the culture.

Exploration of needs

Based on the standard competence of writing in Grade Eight, students are able to write descriptive text, recount text, and narrative text correctly. In this Happy Writing Material, the objectives is at the end of the study students are able to write descriptive text correctly. To achieve the objective, the theme is "my lovely village". The pictures and the photographs will stimulate and motivate students to write. The syllabus of Grade Eight is used. In the standard competence, descriptive text used to design the material. Based on the basic competence, besides the students can write descriptively they also must interact with their environment. Thus, the material must be related to their actual environment. Because the students always interact with the wooden boat, forest, river, and their culture, hence, in the Happy Writing Material, all the activities and practices relate to their real environment.

Contextual Realisation of Material

The topics (Figure 3) selected must be familiar for students and suited with their activities. Based on the analysis of indentification of needs through transcribed interview, the students' interest topics are about their village, fishing, and taking bath in the river. In the syllabus also write that the material must underpin the interaction students and their environment. Therefore, the topic for writing skill in this material is worthy with the needs and the syllabus.



Figure 3
Topics

The text (Figure 4) is based on the standard and base competence, discriptive text. Based on the analysis of indentification of needs through transcribed interview, students like to write the story and its local context, so that

“My Lovely Village” is the suitable topic to the text. The text in the reading passage suitable with the topic and the grammar in the syllabus.

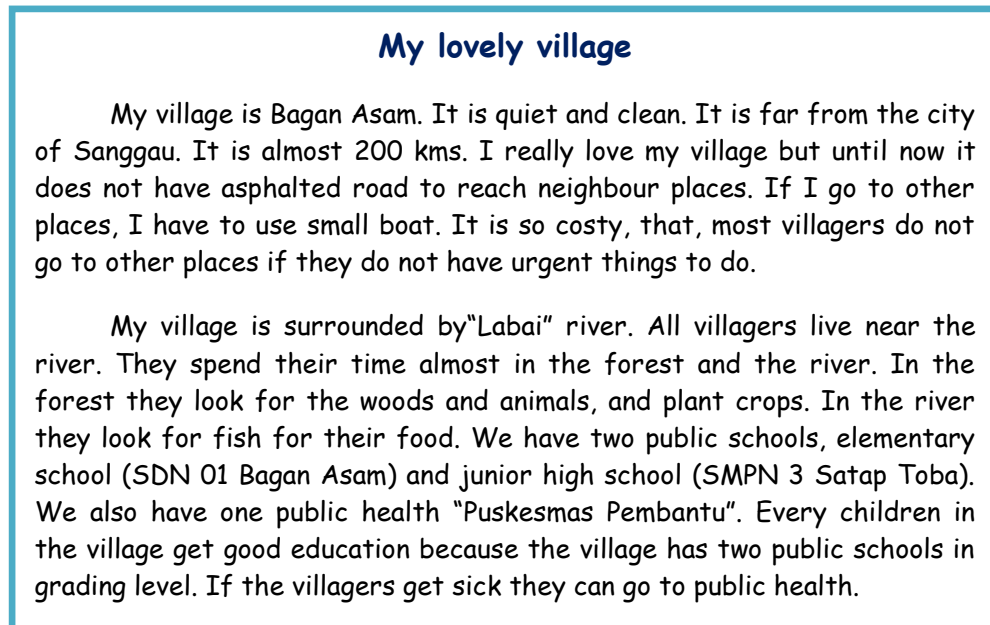


Figure 4
Text

Pedagogical Realisation of Material

Happy Writing Material is focused for writing skill for SMPN 3 Satap toba which the students did not get good English educational background. Besides explanation from the teacher and real photographs, Happy Writing Material also focus to exercises to practice and enrich students' writing skill. Happy Writing Material consists of six sections and every sections have exercises. It means that there are also six exercises in Happy Writing Material. They are Exercise 1 until Exercise 6. The exercises are varied.

In the activity 1. The students listen the teacher's introduction of the material. They can discuss with their friends about the introduction. They see the photographs demonstrated and attempt to answer the questions from the teacher. Group discussion can be applied in this activity where students are cooperatively to do the activity. The next is activity 2. Students are ready with their dictionary because this activity relates to the words they use in writing essay at the end of the study. Students also learn how to pronounce the words given. In the next activity, students guess the name of the photographs shown to them. They also can mention a lot of words that they see in the photographs.

The instruction consists of six instructions. They are instruction in practice 1. The instruction is "look at these pictures and answer the following questions". This instruction is suitable with the brainstorming activity. Students look the pictures and answer the questions from the material and teacher. Instruction in practice 2. There are two instructions in this practice. They are (1) "find the

translation in the box. Use your dictionary” and (2) “what pictures are these”. Instruction in practice 3. The instruction is “read aloud the following descriptive text”. Instruction in practice 4. The instruction is “answer the following questions”. Instruction in practice 5. The instruction is “study this simple present tense”. Instruction in practice 6. Write a complete description based on the the photographs.

Physical Production

To attract students from the first impression, therefore, the cover of the Happy Writing Material (Figure 5) must be attractive and colorful. The design of the cover is based on the brand image of the village. Based on the observation and interview some villagers, the brand image of the Bagan Asam village is the river and the small wooden boat. Hence, this cover utilizes those pictures. The other pictures are school, someone with the fish, and the Dayak traditional house also attach on the cover. The layout is standard. The paper size is A4. The font size is varied. It is suitable with the standard format.

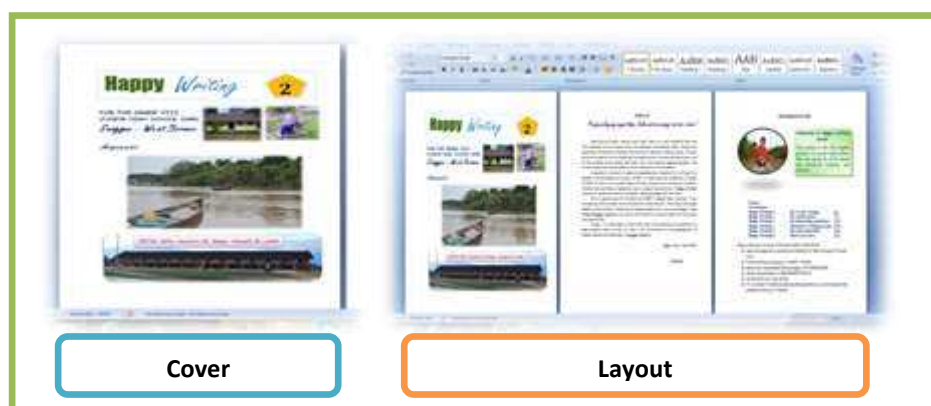


Figure 5
Physical Production

Implementation

To know the effectiveness of the product, this material has implemented in two days. The first day is on Wednesday 6th 2015 and on Thursday 7th 2015 in the classroom. The number of the students are the totally classroom member of eighth grade of SMP Negeri 3 Satap Toba. The number of the students are 6 students. In the implementation, the researcher assisted by two collaborators from SMP Negeri 1 Toba and SMP Negeri 4 Toba.

Table 2
The Result of Students' Feedback

No	Indicator	Yes (number of students)	No (number of students)
1	We can use this material in the classroom	6	0
2	We can understand the objective and the instruction in the material	5	1
3	We can learn enthusiastically in the material	6	0
4	We can enjoy the material	6	0
5	We are motivated with this material	6	0
6	The content of the material is relevant to our needs	6	0

Based on the students' focus group through questionnaires. There are some suggestions. They are (1) In the vocabulary or practice 2. The photographs can be added with real photographs too. Thus, the photographs become six photographs. (2) Make another chapter that can be supplementary material that will make students motivate to study.

Evaluation of material

The first validation for educational expert was done on May 8th, 2015. Based on the validation, the evaluator has agreed with the product that is designed by the writer. The educational expert considered that the material in the product deserved to be applied for teaching students of SMPN 3 Satap Toba which is situated in remote area since the material has met the needs of the students based on the identification of need. The material is clear and has been matched with the criteria on the table. The expert put all checklist "3" column and it indicated that the material has met the criteria on the table.

The second validation for subject matter expert was done on May 9th, 2015. Based on the validation, the evaluator has agreed with the product designed by the writer. The expert considered that the material in the product deserved to be applied for teaching students of SMPN 3 Satap Toba which is situated in remote area since the material has met the needs of the students based on the identification of need. The material is clear and has been matched with the criteria on the table. The expert put all checklist "4" column and only one checklist "3" and it indicated that the material has met the criteria on the table.

The third validation for local culture expert. It was done on May 10th, 2015. One of culture expert in Toba district Sanggau Regency is the product validator. Because of the importance of the local culture or local content, so that the write needs to validate the product through local culture expert. Based on the expert validation, all practice in the happy writing material are good. It is because local content or culture are included in the material. It means that students not only study English language but also they do not forget their culture. This is the end of the validation of the subject matter expert.

Discussions

Teaching students in remote area school is challenging and uneasy. The outcome of the education really depends on the teachers' vision. Whether or not they want to develop the students and the school. From the scope of the study, the identified problem is the lack of teaching material and unsatisfactory of existing material. Therefore, from the context, we can say that if a teacher wants to develop students' competency in English, he must have good and appropriate teaching material. From the findings above, the Happy Writing Material is one of a solution for the problem faced by the teacher in teaching the learners.

This present research has explored how local needs can be a good material for teaching writing skill. By identifying the local needs which is proposed by Masuhara (2011, p. 239) specific term for students and school in remote area, a good material can be designed. Based on the findings, the needs of the students on the writing material are (1) students' everyday activities, (2) students' hobbies, (3) students' experiences and (4) students' surroundings. The results suggest that writing material based on local needs have good impact. Thus, it can be applied in learning activities. This study strengthens Al-Mahrooqi and Al-Busaidi (2010, p.113) and Al-Busaidi and Tindle (2010, p. 137) claim that if students' local needs involve in the material writing, thus, the learning will be effective.

In developing the Happy Writing Material, this study applied the framework of David Jolly and Rod Bolitho (McGrath, 2002, p.90). Based on the needs in the field, thus, the researcher modified the steps. There are eight modified steps. They are (1) identification of needs, (2) exploration of needs, (3) contextual realisation, (4) Pedagogical realisation, (5) Physical production, (6) Implementation, (7) Evaluation of the material, and (8) final product. In constructing the product, the researcher uses various sources. They are identification of needs, syllabus of Class Eight, and lesson plan. After completing the steps the product is ready to utilize in learning activities.

To know the usability of the Happy Writing Material, it was implemented in the class. From the questionnaires, the participants found Happy Writing Material is (a) good material to be taught in the classroom, (b) understandable its objective and instruction, (c) making the students learn enthusiastically, (d) making the students enjoy to study, (e) motivated the students to study, and (f) relevant to the needs. For the whole questions in the questionnaires, almost students answer "yes" and only one student answer "no" for only question number two. It means that the material has a good impact and usable product as one of the supplementary material.

These findings are consistent with those of earlier studies (Al-Mahrooqi and Al-Busaidi, 2010, p.113; Al-Busaidi and Tindle, 2010, p. 137; Floris, 2008, p. 61; Liepa, Ratniece and Kaltigina, 2012, p. 1513) which considered how important to meet the needs of the students (Masuhara, 2011; Gagne, 2005). These findings also bring forward that the writing material can not only through commercial publisher but also can be made by the teacher based on the local needs (Al-Busaidi and Tindle, 2010).

The generally positive reflections and feedbacks from participants regarding the Happy Writing Material were supported by their active engagement

in the implementation class. Happiness is the first expression when the students begin to learn the Happy Writing Material. They were surprised with the cover, activities, photographs, and the tasks. They like the material because all the contents in the material are about them. Moreover, the notions are in line with McDonough & Shaw's (2005, p.157) statement that students like to write on a personal topic – their hobbies, what they did on holiday, interesting experiences and the like. The dynamic interaction within the students become a stepping – stone to active engagement, which, in the class, lead to an improvement of language skills especially for writing.

Local culture is also very good topics. In this study the researcher includes the local culture as the enrichment as Prastiwi (2013, p. 512) and Kristiawan (2012) acknowledge that learning English language can be means of learning culture of the language learners instead of associating with and emphasizing on learning culture of the target language. It is also in line with Hyland (2009, p.54) statement that teachers should consider the part that culture plays in student writing. Moving on the final item of the instrument of the experts' validation, experts recommended that the Happy Writing Material can be utilized in the writing class at SMP Negeri 3 Satap Toba with some improvements.

A limitation of the study is the Happy Writing Material only implemented in a small number of students. In this study, the researcher only used his class which only has six students. Thus, it only can be used in SMP Negeri 3 Satap Toba. However, it can be used in schools in that have similar characteristics. Further studies exploring the writing materials based on local needs in a large sample size, or interfencing Happy Writing Material with the technology, such as laptop, computer, audio, visual, should be pursued in order to corroborate or bring forward result of this design and development research.

CONCLUSION AND SUGGESTIONS

Conclusion

In remote area, by exploring local needs such as students' everyday activities, students' hobbies, students' experiences and students' surroundings can be good sources for designing a teaching material. It was proved by positive feedbacks from the students in the implementation. Special characteristic of the students and SMPN 3 Satap Toba have made Happy Writing Material as one of the appropriate supplementary material for teaching English based on local context. Teachers are hoped to be creative to utilize those sources as their teaching material. The product of Happy Writing Material was validated by subject matter expert, educational expert, and local culture expert. The product can be categorized as good product and can be used in the learning activities at SMPN 3 Satap Toba, as it revised by the three experts. In addition, later on this Happy Writing Material can be proposed as a model of further development of local needs based material in the remote area school, especially in junior high school in Toba District Sanggau Regency.

Suggestions

In order to get a better research in the future, the writer would like to give suggestions as follow. To teachers. The design on Happy Writing Material can be adjusted based on the level of students. Teacher as the person who knows well the condition of his students is supposed to be sensitive to select the material that is relevant with the need of his students. Because the scope of this research was limited in one school, and it was done by single researcher. Thus, this material only appropriate for students in SMP Negeri 3 Satap Toba. It is because the design is really based on the students' identification of needs at SMP Negeri 3 Satap Toba. To improve the writing skill, the teacher must simplify the material and gives more practices that are relevant with the learners' condition and level, so that students feel benefit of the product. To researchers. Future research can be done in different characteristics' schools. Further, the product can be implemented in the large class. Because the Happy Writing Material can satisfy the students in learning activity, and it only design one chapter for Class Eight, the next research can continue to the next chapter (one semester).

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